



**LEARNING SKILLS**  
Lesson Plan  
Instructor Guide



---

COURSE TITLE: LEARNING SKILLS

BLOCK: BLOCK 1.4

DPS ACCREDITATION #:

COURSE LEVEL: 100 LEVEL

INSTRUCTIONAL GOAL: STUDENTS WILL UNDERSTAND AND RELATE TO HOW  
INDIVIDUAL LEARNING STYLES AFFECT LEARNING ABILITY AND  
WILL BE ABLE TO INCREASE THEIR RETENTION ABILITY.

INSTRUCTIONAL OBJECTIVES: IDENTIFY STUDY SKILLS AND PRACTICES NECESSARY  
FOR SUCCESSFUL COMPLETION OF THE ACADEMY  
COURSE OF INSTRUCTION. (C)

DEMONSTRATE NOTE-TAKING SKILLS NECESSARY FOR  
SUCCESSFUL COMPLETION OF THE ACADEMY COURSE  
OF INSTRUCTION. (C)

IDENTIFY LEARNING RESOURCES AVAILABLE TO THE  
ACADEMY STUDENT TO ENHANCE THE LIKELIHOOD OF  
SUCCESSFUL ACADEMY PERFORMANCE. (V)

INSTRUCTIONAL METHODS: CLASSROOM LECTURE  
DISCUSSION  
ROLE PLAY

HANDOUTS: STUDENT GUIDE

COURSE DURATION: 2 HOURS

CURRICULUM REFERENCES: Previous NMLEA Block 11, Note Taking and Study  
Habits, 2013

Fry, Ron. How to Study, 3<sup>rd</sup> Ed.. Career Press, Hawthorne NJ  
2003

Handbook for College Success, Santa Fe Community College,  
Dept. of Developmental Studies, Santa Fe NM 1993

SAFETY CONSIDERATION: NONE

---

EQUIPMENT, PERSONNEL, AND SUPPLIES NEEDED: COMPUTER, AUDIO AND VISUAL AIDS; WHITEBOARD

TARGET AUDIENCE: NEW MEXICO LAW ENFORCEMENT CADETS AND RECRUITS

COURSE PREREQUISITES: NONE

INSTRUCTOR CERT.: GENERAL POLICE

INSTRUCTOR RATIO: 1 / 40 - 60

EVALUATION STRATEGY: NEW MEXICO LAW ENFORCEMENT CERTIFICATION EXAM

AUTHOR & ORIGINATION DATE: MARK E. DAMITIO

REVISION / REVIEW DATE(S): 23 Oct 2013

REVISED / REVIEWED BY: NMLEA INSTR  
COURSE OUTLINE:

A. Learning Skills

1. Objectives

B. How People Learn

1. KNOWING HOW YOU TEND TO LEARN CAN BE HELPFUL. YOU CAN PLACE ADDITIONAL EMPHASIS, CONCENTRATION, OR FOCUS IN THE AREAS YOU KNOW YOU ARE NOT THAT STRONG.

C. Sensory Memory

1. Lasts about a second

D. Short-Term Memory

1. Lasts 60-120 seconds

E. Long-Term Memory

1. Lasts for decades

F. SQ3R

1. Survey
2. Question
3. Read
4. Recite
5. Review

G. The Domains of Learning

1. The Cognitive Domain- deals with topics; what you need to know. (KNOWLEDGE)
2. The Psychomotor Domain- deals with tasks; what the learner needs to do. (SKILL)
3. The Affective Domain- deals with values- the learners attitude.

H. Learning

1. People learn or take in information in three different ways:
  - a. -Visual
  - b. -Aural
  - c. -Kinesthetic
2. Visual- What one sees.
3. Aural- What one hears.
4. Kinesthetic- What one feels, touches and experiences.
  - a. People generally remember...
    - 10% of what they read.
    - 20% of what they hear.
    - 30% of what they see.

- 50% of what they see and hear.
- 70% of what they say as they talk.
- 90% of what they say as they do.

I. Memory

1. Memory is the basis for all learning.
2. Evidence suggests that behavior results from a blend of two distinct memory systems:
  - a. -The Stimulus Response System
  - b. -The Cognitive System
3. The Stimulus Response System-
  - a. Used for note memorization and quick response.
4. The Cognitive System-
  - a. This is the thinking system requiring associations, connections and logic to build ideas. Within the Cognitive System, there are two types of memory:
  - b. Short Term Memory
  - c. Long Term Memory
5. Short Term Memory
  - a. Lasts about 60-120 seconds
6. Long Term Memory-
  - a. Can last for decades.

J. Memory Development

1. Here are some ways to increase your ability to remember and recall information:
  - a. Plan to remember
  - b. Review- reviewing is an essential step.

- c. Review immediately after Learning the material.
- d. Look for Principles
- e. Apply- you will forget what you don't use.
- f. Discuss
- g. Study Groups

K. Test Taking

- 1. Before the Test-
- 2. During the Test-

L. Changing Answers-

- 1. Unless your first answer was wrong, or a later question provides information that answers the earlier question, leave your first answer alone.

M. Types of Questions-

- 1. If you are faced with a Multiple Choice Question, use the **ARC Principle**:
  - a. Ask yourself the answer before reading the choices.
  - b. Read all the choices before committing. Remember that most multiple choice tests require you to choose the best answer.
  - c. Choose the best answer.
- 2. True or False Questions-
  - a. Long answers tend to be false as there are more conditions to fit. Scrutinize questions with absolutes such as "always" or "never." Can a question clear the hurdle of an "always" or "never?" If it can't, it's false.

N. Note-Taking

1. Effective note-taking consists of three parts:
  - a. -Observing
  - b. -Recording
  - c. -Reviewing
2. The following strategies will help you develop and refine your note-taking skills:
  - a. Before class:
  - b. During Class-
3. Three Note-Taking Options:
  - a. The Cornell Format
  - b. Mind Mapping
  - c. Outlining

O. Studying

1. The SQ3R Reading/Study System-
  - a. Survey
  - b. Question
  - c. Recite- retrain your mind to concentrate and learn as it reads.
  - d. Review
  - e. Remember

P. How to study and learn - A GUIDE

1. How to use the guide
2. What is Critical Thinking?

Q. Ideas for becoming a great student

1. BECOME AN ACTIVE LEARNER.
2. THINK OF EACH SUBJECT AS A FORM OF THINKING.
3. BECOME A QUESTIONER. LOOK FOR
4. INTERCONNECTIONS.
5. THINK OF YOUR INSTRUCTOR AS A COACH.



6. THINK OF THE TEXTBOOK
7. CONSIDER CLASS TIME
8. RELATE CONTENT
9. FIGURE OUT WHAT STUDY AND LEARNING SKILLS YOU
10. ARE NOT GOOD AT.
11. ASK YOURSELF
12. SEEK TO FIND THE KEY CONCEPT
13. ASK QUESTIONS
14. TEST YOURSELF
15. LEARN TO TEST YOUR THINKING
16. USE WRITING AS A WAY TO LEARN
17. EVALUATE YOUR LISTENING
18. EVALUATE YOUR READING.
19. REMEMBER!

## INSTRUCTOR NOTES



The  
New Mexico Department of  
Public Safety  
New Mexico State Police  
Training and Recruiting  
Division

**INSTRUCTOR NOTES:**

- Introduce Course
- Introduce Self
- Classroom and housekeeping rule
- Distribute Student Handouts (if any)
- Discuss Course Goal and Objectives

**Learning Skills****Learning Skills****Objectives**

Identify study skills and practices necessary for successful completion of the academy course of instruction.

Demonstrate note-taking skills necessary for successful completion of the academy course of instruction.

Identify learning resources available to the academy student to enhance the likelihood of successful academy performance.

**Objectives**

- Identify study skills and practices necessary for successful completion of the academy course of instruction.
- Demonstrate note-taking skills necessary for successful completion of the academy course of instruction.
- Identify learning resources available to the academy student to enhance the likelihood of successful academy performance.

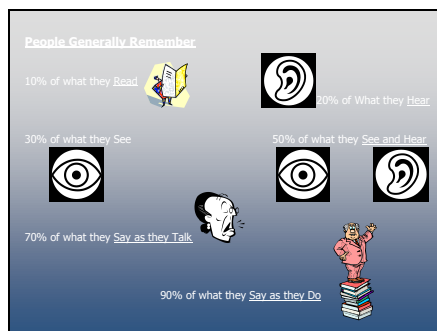
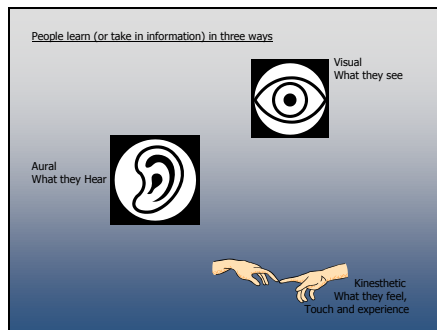


**HOW PEOPLE LEARN**

- KNOWING HOW YOU TEND TO LEARN CAN BE HELPFUL. YOU CAN PLACE ADDITIONAL EMPHASIS, CONCENTRATION, OR FOCUS IN THE AREAS YOU KNOW YOU ARE NOT THAT STRONG.


**HOW PEOPLE LEARN**

KNOWING HOW YOU TEND TO LEARN CAN BE HELPFUL. YOU CAN PLACE ADDITIONAL EMPHASIS, CONCENTRATION, OR FOCUS IN THE AREAS YOU KNOW YOU ARE NOT THAT STRONG.



INSTRUCTOR NOTES

Remembering		
Methods Of Instruction	Recall 3 Hours Later	Recall 3 Days Later
Telling, when used alone	70%	10%
Showing, when used alone	72%	20%
When a blend of telling and showing is used	85%	65%


**SENSORY MEMORY**

- Lasts about a second
- Can be improved using concentration and desire

**SENSORY MEMORY**

Lasts about a second

Can be improved using concentration and desire

**SHORT-TERM MEMORY**

- Lasts 60-120 seconds
- Requires rehearsal before passing on to long-term memory
- Can be improved by involving several of the senses

**SHORT-TERM MEMORY**

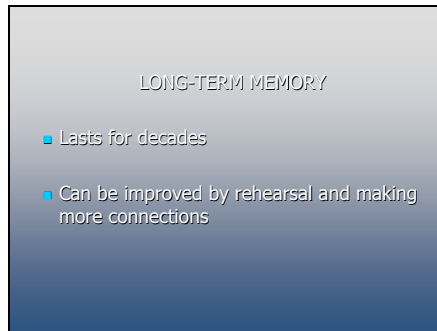
Lasts 60-120 seconds

Requires rehearsal before passing on to long-term memory

Can be improved by involving several of the senses

INSTRUCTOR NOTES



**LONG-TERM MEMORY**

Lasts for decades

Can be improved by rehearsal and making more connections

**SQ3R**

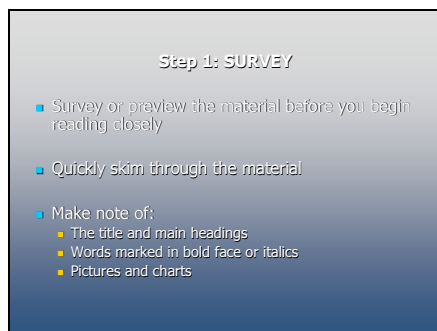
Survey

Question

Read

Recite

Review

**Step 1: SURVEY**

Survey or preview the material before you begin reading closely

Quickly skim through the material

Make note of:  
The title and main headings  
Words marked in bold face or italics  
Pictures and charts



**Step 2: QUESTION**

- As you start reading closely, ask questions about the material.
- Turn the title and subheadings and other key words into basic questions:
  - Who
  - What
  - When
  - Where
  - Why

**Step 2: QUESTION**

As you start reading closely, ask questions about the material.

Turn the title and subheadings and other key words into basic questions:

Who  
What  
When  
Where  
Why

**Step 3: READ**

- READ THE SELECTION CAREFULLY
- Look for answers to your questions
- Change the questions, when necessary
- **SPEND MORE TIME WITH THE MOST IMPORTANT MATERIAL**

**Step 3: READ**

READ THE SELECTION CAREFULLY

Look for answers to your questions

Change the questions, when necessary

**SPEND MORE TIME WITH THE MOST IMPORTANT MATERIAL**

**Step 4: Recite**

- Recite to yourself the important points of the material.
- Re-read as necessary until you can recall all the important material.
- **OPTIONAL** – Write down information you must remember on study cards

**Step 4: Recite**

Recite to yourself the important points of the material.

Re-read as necessary until you can recall all the important material.

**OPTIONAL** – Write down information you must remember on study cards



**Step 5: REVIEW**

- Go back over the material
- Study until you can recite all the important ideas

**Step 5: REVIEW**

Go back over the material

Study until you can recite all the important ideas

**The Domains of Learning**

- The Cognitive Domain- deals with topics; what you need to know. (**KNOWLEDGE**)
- The Psychomotor Domain- deals with tasks; what the learner needs to do. (**SKILL**)
- The Affective Domain- deals with values- the learners attitude. (**SELF-CONTROL**)

**The Domains of Learning**

The Cognitive Domain- deals with topics; what you need to know. (**KNOWLEDGE**)

The Psychomotor Domain- deals with tasks; what the learner needs to do. (**SKILL**)

The Affective Domain- deals with values- the learners attitude. (**SELF-CONTROL**)

**The Domains of Learning**

- The Cognitive Domain- *an example*  
The Use of Force-Reactive Control Model and the knowledge on how to use it effectively is an example of the Cognitive Domain of Learning.  
  
The use of force and proper placement of that force along the continuum of the Reactive Control Model is what you need to know before you can actually apply force in a situation that requires you to act.

**The Cognitive Domain- an example**

The Use of Force-Reactive Control Model and the knowledge on how to use it effectively is an example of the Cognitive Domain of Learning.

The use of force and proper placement of that force along the continuum of the Reactive Control Model is what you need to know before you can actually apply force in a situation that requires you to act.



### The Domains of Learning

#### ■ The Psychomotor Domain- *an example*

After we are made aware of what we need to know about the use of force and the Reactive Control Model, we are now able to apply our knowledge to our skills.

If our knowledge was about expandable batons, after having acquired the knowledge about where the expandable baton fits into the Reactive Control Model, we can now actually begin to learn to use the baton.

### The Domains of Learning

After we are made aware of what we need to know about the use of force and the Reactive Control Model, we are now able to apply our knowledge to our skills.

If our knowledge was about expandable batons, after having acquired the knowledge about where the expandable baton fits into the Reactive Control Model, we can now actually begin to learn to use the baton.

### The Domains of Learning

#### ■ The Affective Domain- *an example*

Now that we've acquired both the knowledge and skills to use the expandable baton, we must now learn the proper mental attitude and self-control necessary to use it appropriately and in accordance with the knowledge and skills that we learned.

### The Affective Domain- an example

Now that we've acquired both the knowledge and skills to use the expandable baton, we must now learn the proper mental attitude and self-control necessary to use it appropriately and in accordance with the knowledge and skills that we learned.

### Learning



### Learning

INSTRUCTOR NOTES



Learning

- People learn or take in information in three different ways:
  - Visual
  - Aural
  - Kinesthetic

**People learn or take in information in three different ways:**

- Visual
- Aural
- Kinesthetic

Learning

- Visual- What one sees.
  - Visual Demonstrations
  - "Show me how to do it."
  - Knowledge or skills are acquired by visual example rather than a "hands-on" or verbal approach.

**Visual-** What one sees.

- Visual Demonstrations
- "Show me how to do it."
- Knowledge or skills are acquired by visual example rather than a "hands-on" or verbal approach.

Learning

- Aural- What one hears.
  - Demonstrations through lecture, audio presentations, etc.
  - "Tell me how to do it."
  - Knowledge or skills are acquired through verbalization rather than a visual or "hands-on" approach.

**Aural-** What one hears.

- Demonstrations through lecture, audio presentations, etc.
- "Tell me how to do it."
- Knowledge or skills are acquired through verbalization rather than a visual or "hands-on" approach



### Learning

#### ■ Kinesthetic- What one feels, touches and experiences.

- Hands-on experimenters
- "Let me do it."
- Knowledge or skills are acquired by experiencing an event first-hand, rather than from visual or aural experiences.

**Kinesthetic-** What one feels, touches and experiences.

- Hands-on experimenters
- "Let me do it."
- Knowledge or skills are acquired by experiencing an event first-hand, rather than from visual or aural experiences.

### Learning

#### ■ People generally remember...

- 10% of what they read.
- 20% of what they hear.
- 30% of what they see.
- 50% of what they see and hear.
- 70% of what they say as they talk.
- 90% of what they say as they do.



**People generally remember...**

- 10% of what they read.
- 20% of what they hear.
- 30% of what they see.
- 50% of what they see and hear.
- 70% of what they say as they talk.
- 90% of what they say as they do.

### Memory



**Memory**



### Memory

- Memory is the basis for all learning. Evidence suggests that behavior results from a blend of two distinct memory systems:
  - The Stimulus Response System
  - The Cognitive System

### Memory is the basis for all learning.

Evidence suggests that behavior results from a blend of two distinct memory systems:

- The Stimulus Response System
- The Cognitive System

### Memory

- The Stimulus Response System-  
  
Used for note memorization and quick response.  
(e.g., being shown how to properly use an expandable baton and then repeating the skill that was demonstrated to build it into memory.)

### The Stimulus Response System-

Used for note memorization and quick response.  
(e.g., being shown how to properly use an expandable baton and then repeating the skill that was demonstrated to build it into memory.)

### Memory

- The Cognitive System-  
  
This is the thinking system requiring associations, connections and logic to build ideas. Within the Cognitive System, there are two types of memory:
  - Short Term Memory
  - Long Term Memory

### The Cognitive System-

This is the thinking system requiring associations, connections and logic to build ideas. Within the Cognitive System, there are two types of memory:

- Short Term Memory
- Long Term Memory



### Memory

#### ■ Short Term Memory

- Lasts about 60-120 seconds
- Requires rehearsal before passing onto long term memory.
- Can be improved by involving several of the senses.

### Short Term Memory

- Lasts about 60-120 seconds
- Requires rehearsal before passing onto long term memory.
- Can be improved by involving several of the senses.

### Memory

#### ■ Long Term Memory-

- Can last for decades.
- Can be improved by rehearsal and making more connections.

### Long Term Memory-

- Can last for decades.
- Can be improved by rehearsal and making more connections.

### Memory

- The problem many students have is using the Stimulus Response System to store information.

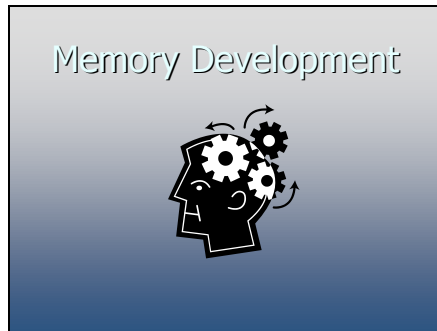
This works well for vocabulary words, but does not improve understanding of information that is being presented.

The problem many students have is using the Stimulus Response System to store information.

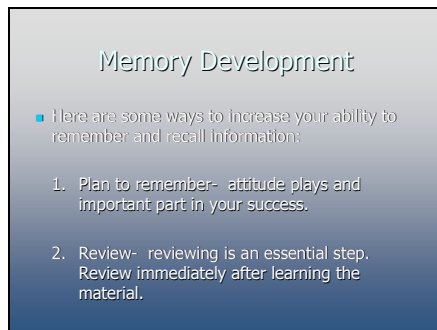
This works well for vocabulary words, but does not improve understanding of information that is being presented.





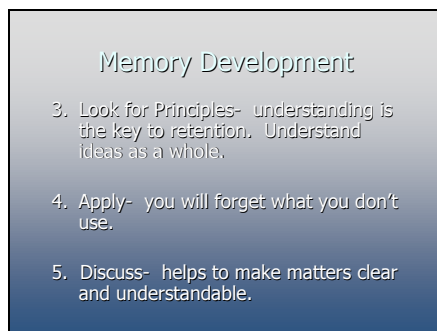


## Memory Development



## Here are some ways to increase your ability to remember and recall information:

1. Plan to remember- attitude plays and important part in your success.
2. Review- reviewing is an essential step. Review immediately after learning the material.



## Look for Principles- understanding is the key to retention. Understand ideas as a whole.

4. Apply- you will forget what you don't use.
5. Discuss- helps to make matters clear and understandable.



**Memory Development**

6. Study Groups- four to six members.  
Share notes, discuss and prepare for tests.

6. **Study Groups-** four to six members. Share notes, discuss and prepare for tests

**Test Taking****Test Taking****Test Taking****■ Before the Test-**

1. Have a winning attitude. Negative thoughts often produce negative results.
2. Study because you want to study to know the material.

**Before the Test-**

1. Have a winning attitude. Negative thoughts often produce negative results.
2. Study because you want to study to know the material.



### Test Taking

#### ■ During the Test-

1. If you get "stuck" or "blocked," take a deep breath and let it out slowly. Relax your muscles.
2. Move to another question and come back to the one you're having difficulty with later.

### During the Test-

1. If you get "stuck" or "blocked," take a deep breath and let it out slowly. Relax your muscles.
2. Move to another question and come back to the one you're having difficulty with later.

### Test Taking

#### ■ Changing Answers-

1. Unless your first answer was wrong, or a later question provides information that answers the earlier question, leave your first answer alone.
2. If you are honestly just guessing, your first guess is usually your best guess.

1. Unless your first answer was wrong, or a later question provides information that answers the earlier question, leave your first answer alone.
2. If you are honestly just guessing, your first guess is usually your best guess.

### Test Taking

#### ■ Types of Questions-

If you are faced with a Multiple Choice Question, use the ARC Principle :

- A- Ask yourself the answer before reading the choices.
- R- Read all the choices before committing. Remember that most multiple choice tests require you to choose the best answer.
- C- Choose the best answer.

### Types of Questions-

If you are faced with a Multiple Choice Question, use the ARC Principle :

- A- Ask yourself the answer before reading the choices.
- R- Read all the choices before committing. Remember that most multiple choice tests require you to choose the best answer.
- C- Choose the best answer.



### Test Taking

#### ■ True or False Questions-

Long answers tend to be false as there are more conditions to fit. Scrutinize questions with absolutes such as "always" or "never." Can a question clear the hurdle of an "always" or "never?" If it can't, it's false.

### True or False Questions-

Long answers tend to be false as there are more conditions to fit. Scrutinize questions with absolutes such as "always" or "never." Can a question clear the hurdle of an "always" or "never?" If it can't, it's false.

### Note-Taking



### Note-Taking

### Note-Taking

#### ■ Effective note-taking consists of three parts:

- Observing
- Recording
- Reviewing

Each part of the process is essential and each depends on the other. (Remember, we only recall approximately 10-25% of what we hear.)

### Effective note-taking consists of three parts:

- Observing
- Recording
- Reviewing

Each part of the process is essential and each depends on the other. (Remember, we only recall approximately 10-25% of what we hear.)





### Note-Taking

- The following strategies will help you develop and refine your note-taking skills:

- Before class:
  - Have the proper tools
  - Develop a mindset toward listening. Plan on paying attention, not thinking about something else.

**The following strategies will help you develop and refine your note-taking skills:**

#### Before class:

- Have the proper tools
- Develop a mindset toward listening. Plan on paying attention, not thinking about something else.

### Note-Taking

-Scan reading assignments before hand. This will aid in association which is what triggers long term memory.

- During Class-
  - Date your notes and give them a title.
  - Pay attention to the speaker for verbal and non-verbal cues.

- Scan reading assignments before hand. This will aid in association which is what triggers long term memory.

#### During Class-

- Date your notes and give them a title.
- Pay attention to the speaker for verbal and non-verbal cues.

### Note-Taking

- Verbal signal phrases and cues-

Speed of talking dramatically faster or slower, or louder or softer.

Listen for key words or phrases such as, "This is important..." "First of all..." "Therefore..." "To summarize..." etc.

#### Verbal signal phrases and cues-

Speed of talking dramatically faster or slower, or louder or softer.

Listen for key words or phrases such as, "This is important..." "First of all..." "Therefore..." "To summarize..." etc.



### Note-Taking

#### ■ Non-verbal eye contact and gestures-

Go over symbols that can be used in place of words.

Develop your own shorthand:  
**If u cn rd ths u cn gt a gd jb.**

Non-verbal eye contact and gestures-

Go over symbols that can be used in place of words.

Develop your own shorthand:

**If u cn rd ths u cn gt a gd jb.**

### Note-Taking

#### ■ After Class-

-Rewrite your notes whenever possible. Not only are you filling in missing pieces, you are reviewing them by rewriting them.

-Highlight key points in your notes with a colored highlighter.

### After Class-

-Rewrite your notes whenever possible. Not only are you filling in missing pieces, you are reviewing them by rewriting them.

-Highlight key points in your notes with a colored highlighter.

### Note-Taking

#### ■ Three Note-Taking Options:

1. The Cornell Format of note-taking dictates that you should place key words on the left margin of your paper and other informational verbiage in the balance of the page.

### Three Note-Taking Options:

1. The Cornell Format of note-taking dictates that you should place key words on the left margin of your paper and other informational verbiage in the balance of the page.



### Note-Taking

2. Mind Mapping focuses on writing the main point on a line or in a box, circle or any other shape. You then record supporting points on lines branching out from the main subject. Be creative- any subject that will aid your memory is a good one.

2. Mind Mapping focuses on writing the main point on a line or in a box, circle or any other shape. You then record supporting points on lines branching out from the main subject. Be creative- any subject that will aid your memory is a good one.

### Note-Taking

3. Outlining can also be helpful. Outlines are visual representations that indicate the progression from general ideas to specific supporting information.

3. Outlining can also be helpful. Outlines are visual representations that indicate the progression from general ideas to specific supporting information.

### Studying



### Studying



## Studying

## ■ The SQ3R Reading/Study System-

**Survey-** Gather the information necessary to focus and formulate goals

1. Read the title- help your mind prepare to receive the subject at hand.
2. Read the introduction and/or summary. Orient yourself to how the material fits the author's/lecturer's purposes, and focus on the author's/lecturer's most important points.

## Studying

3. Notice each boldface heading and subheading. Organize your mind before you begin to read. Build a structure for the thoughts and details to come.
4. Notice any graphics- charts, maps, diagrams etc., are there to make a point, so don't miss them.

## Studying

5. Notice reading aids- italics, bold face print, chapter objectives, end-of-chapter questions are all included to help you sort, comprehend and remember.

The SQ3R Reading/Study System-

**Survey-** Gather the information necessary to focus and formulate goals

1. **Read the title-** help your mind prepare to receive the subject at hand.
2. **Read the introduction and/or summary.**  
Orient yourself to how the material fits the author's/lecturer's purposes, and focus on the author's/lecturer's most important points.
3. **Notice each boldface** heading and subheading. Organize your mind before you begin to read. Build a structure for the thoughts and details to come.
4. **Notice any graphics-** charts, maps, diagrams etc., are there to make a point, so don't miss them.
5. **Notice reading aids-** italics, bold face print, chapter objectives, end-of-chapter questions are all included to help you sort, comprehend and remember.





### Studying

- **Question-** Help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions, it becomes engaged in learning.

**Question-** Help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions, it becomes engaged in learning.

### Studying

- **Read-** fill in the information around the mental structures you've been building.

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up new questions.

**Read-** fill in the information around the mental structures you've been building.

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up new questions.

### Studying

- **Recite-** retrain your mind to concentrate and learn as it reads.

After each section- stop, recall your questions and see if you can answer them from memory. If not, look back again (as often as necessary) but do not go on to the next section until you can recite.

**Recite-** retrain your mind to concentrate and learn as it reads.

After each section- stop, recall your questions and see if you can answer them from memory. If not, look back again (as often as necessary) but do not go on to the next section until you can recite.



## Studying

- **Review-** refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

**Review-** refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

## Studying

- **REMEMBER-**

THE INFORMATION YOU GAIN FROM READING IS IMPORTANT. IF YOU JUST "DO IT" WITHOUT LEARNING SOMETHING, YOU'RE WASTING A LOT OF TIME. TRAIN YOUR MIND TO LEARN!!!

**REMEMBER-**

THE INFORMATION YOU GAIN FROM READING IS IMPORTANT. IF YOU JUST "DO IT" WITHOUT LEARNING SOMETHING, YOU'RE WASTING A LOT OF TIME. TRAIN YOUR MIND TO LEARN!!!

## Studying

- **Study Groups-** the idea is rather simple. Find a group of like-minded students-four to six is an optimal number-and share notes, question each other and prepare for tests.  
Study groups can be organized in a number of ways.

**Study Groups-** the idea is rather simple. Find a group of like-minded students-four to six is an optimal number-and share notes, question each other and prepare for tests. Study groups can be organized in a number of ways.



### Studying

#### ■ Tips for Forming Your Own Study Group-

1. Optimally, between four and six students should be in a group.
2. Seek diversity of experience and demand common dedication.
3. Decide if you're forming a study group or a social group. If the latter, don't pretend it's the former. If the former, don't just invite your friends to sit around and talk about the instructors for one hour a night.

### Tips for Forming Your Own Study Group-

1. Optimally, between four and six students should be in a group.
2. Seek diversity of experience and demand common dedication.
3. Decide if you're forming a study group or a social group. If the latter, don't pretend it's the former. If the former, don't just invite your friends to sit around and talk about the instructors for one hour a night.

### And Finally...

- #### ■ Perhaps the most important thing to remember...

There is no such thing as a stupid question. When the time comes to act, the time to prepare is gone.

### And Finally...

Perhaps the most important thing to remember...

**There is no such thing as a stupid question. When the time comes to act, the time to prepare is gone.**

### HOW TO STUDY AND LEARN! A GUIDE



### HOW TO STUDY AND LEARN! A GUIDE



**HOW TO USE THE GUIDE**

- THIS GUIDE WAS PREPARED TO SUGGEST A VARIETY OF *STRATEGIES* FOR BECOMING A BETTER STUDENT.
- IN THIS GUIDE YOU WILL FIND IDEAS AS SUGGESTED BY THE FOUNDATION FOR CRITICAL THINKING.

**THIS GUIDE WAS PREPARED TO SUGGEST A VARIETY OF STRATEGIES FOR BECOMING A BETTER STUDENT.**

**IN THIS GUIDE YOU WILL FIND IDEAS AS SUGGESTED BY THE FOUNDATION FOR CRITICAL THINKING.**

**WHAT IS CRITICAL THINKING?**

- CRITICAL THINKING IS THE KIND OF THINKING, ABOUT ANY SUBJECT, CONTENT, OR DOMAIN THAT IMPROVES ITSELF ***THROUGH DISCIPLINED ANALYSIS AND ASSESSMENT.*** ANALYSIS REQUIRES KNOWLEDGE OF THE ELEMENTS OF THOUGHT; ASSESSMENT REQUIRES KNOWLEDGE OF STANDARDS FOR THOUGHT.

**WHAT IS CRITICAL THINKING?**

CRITICAL THINKING IS THE KIND OF THINKING, ABOUT ANY SUBJECT, CONTENT, OR DOMAIN THAT IMPROVES ITSELF THROUGH DISCIPLINED ANALYSIS AND ASSESSMENT. ANALYSIS REQUIRES KNOWLEDGE OF THE ELEMENTS OF THOUGHT; ASSESSMENT REQUIRES KNOWLEDGE OF STANDARDS FOR THOUGHT.

- ALL THINKING OCCURS WITHIN, AND ACROSS, DISCIPLINES AND DOMAINS OF KNOWLEDGE AND EXPERIENCE YET FEW LEARN HOW TO THINK WELL WITHIN THOSE DOMAINS. *STUDENTS STUDY LITERATURE, BUT DO NOT THINK IN A LITERARY WAY AS A RESULT. THEY STUDY POETRY BUT DO NOT THINK POETICALLY. MOST DON'T KNOW HOW TO THINK LIKE A READER WHEN READING, A WRITER WHEN WRITING OR A LISTENER WHEN LISTENING.*

ALL THINKING OCCURS WITHIN, AND ACROSS, DISCIPLINES AND DOMAINS OF KNOWLEDGE AND EXPERIENCE YET FEW LEARN HOW TO THINK WELL WITHIN THOSE DOMAINS. STUDENTS STUDY LITERATURE, BUT DO NOT THINK IN A LITERARY WAY AS A RESULT. THEY STUDY POETRY BUT DO NOT THINK POETICALLY. MOST DON'T KNOW HOW TO THINK LIKE A READER WHEN READING, A WRITER WHEN WRITING OR A LISTENER WHEN LISTENING.





**THE SOLUTION:**

- RAISE VITAL QUESTIONS AND PROBLEMS WITHIN IT
- GATHER AND ASSESS INFORMATION
- COME TO WELL REASONED CONCLUSIONS AND SOLUTIONS, TESTING THEM AGAINST RELEVANT CRITERIA
- COMMUNICATE EFFECTIVELY WITH OTHERS USING THE LANGUAGE OF THE DISCIPLINE

**THE SOLUTION:**

RAISE VITAL QUESTIONS AND PROBLEMS WITHIN IT  
GATHER AND ASSESS INFORMATION  
COME TO WELL REASONED CONCLUSIONS AND  
SOLUTIONS, TESTING THEM AGAINST RELEVANT  
CRITERIA

COMMUNICATE EFFECTIVELY WITH OTHERS USING  
THE LANGUAGE OF THE DISCIPLINE

- RELATE WHAT ONE IS LEARNING IN THE SUBJECT TO OTHER SUBJECTS AND TO WHAT IS SIGNIFICANT IN LIFE AND PURPOSE OF YOUR STUDY
- WHEN LEARNING: LOOK FOR INTERRELATIONSHIPS, TRY TO CONNECT EVERYTHING TOGETHER. THINK OF LEARNING AS FIGURING OUT THE PARTS OF AN ORGANIZED SYSTEM, WITH EVERYTHING FITTING TOGETHER LIKE THE PARTS OF A PUZZLE.

RELATE WHAT ONE IS LEARNING IN THE SUBJECT TO  
OTHER SUBJECTS AND TO WHAT IS SIGNIFICANT IN  
LIFE AND PURPOSE OF YOUR STUDY

WHEN LEARNING: LOOK FOR INTERRELATIONSHIPS,  
TRY TO CONNECT EVERYTHING TOGETHER. THINK  
OF LEARNING AS FIGURING OUT THE PARTS OF AN  
ORGANIZED SYSTEM, WITH EVERYTHING FITTING  
TOGETHER LIKE THE PARTS OF A PUZZLE.

- VIRTUALLY ALL COURSES HAVE SOME INHERENT UNITY WHICH, WHEN UNDERSTOOD, TIES ALL THE LEARNING OF THE COURSE TOGETHER. THIS UNITY IS TYPICALLY FOUND IN IDEAS THAT DEFINE THE SUBJECT AND ITS GOALS.

VIRTUALLY ALL COURSES HAVE SOME INHERENT  
UNITY WHICH, WHEN UNDERSTOOD, TIES ALL THE  
LEARNING OF THE COURSE TOGETHER. THIS UNITY  
IS TYPICALLY FOUND IN IDEAS THAT DEFINE THE  
SUBJECT AND ITS GOALS.



**KINESTHETIC- WHAT ONE FEELS, TOUCHES AND EXPERIENCES.**

- HANDS-ON EXPERIMENTERS
- "LET ME DO IT."
- KNOWLEDGE OR SKILLS ARE ACQUIRED BY EXPERIENCING AN EVENT FIRST-HAND, RATHER THAN FROM VISUAL OR AURAL EXPERIENCES.

**KINESTHETIC- WHAT ONE FEELS, TOUCHES AND EXPERIENCES.****HANDS-ON EXPERIMENTERS****"LET ME DO IT."****KNOWLEDGE OR SKILLS ARE ACQUIRED BY EXPERIENCING AN EVENT FIRST- HAND, RATHER THAN FROM VISUAL OR AURAL EXPERIENCES.**

- WHATEVER THE IDEA OR GOAL OF THE COURSE, YOU MUST MAKE SURE YOU CAN STATE, ELABORATE, EXEMPLIFY AND ILLUSTRATE EACH OF THE IDEAS IN YOUR OWN WORDS WITH YOUR OWN EXAMPLES AND ILLUSTRATIONS. OTHERWISE.....YOU ARE MERELY MOUTHING WORDS THAT HAVE NO REAL MEANING IN YOUR MIND.

**WHATEVER THE IDEA OR GOAL OF THE COURSE, YOU MUST MAKE SURE YOU CAN STATE, ELABORATE, EXEMPLIFY AND ILLUSTRATE EACH OF THE IDEAS IN YOUR OWN WORDS WITH YOUR OWN EXAMPLES AND ILLUSTRATIONS. OTHERWISE.....YOU ARE MERELY MOUTHING WORDS THAT HAVE NO REAL MEANING IN YOUR MIND.**

**EXAMPLE:**

- MATHEMATICS IS LEARNING TO THINK QUANTITATIVELY
- ECONOMICS IS THE STUDY OF "WHO GETS WHAT, WHEN AND HOW"
- ALGEBRA IS ARITHMETIC WITH UNKNOWNNS
- ETHICS IS THE STUDY OF PRINCIPLES TO BEUSED IN CONTRIBUTING TO THE GOOD OF, AND AVOIDING UNNECESSARY HARM TO ALL
- THEOLOGY IS THE STUDY OF THEORIES OF SPIRITUAL REALITY

**EXAMPLE:**

**MATHEMATICS IS LEARNING TO THINK QUANTITATIVELY  
ECONOMICS IS THE STUDY OF "WHO GETS WHAT, WHEN AND HOW"  
ALGEBRA IS ARITHMETIC WITH UNKNOWNNS  
ETHICS IS THE STUDY OF PRINCIPLES TO BEUSED IN CONTRIBUTING TO THE GOOD OF, AND AVOIDING UNNECESSARY HARM TO ALL**

**THEOLOGY IS THE STUDY OF THEORIES OF SPIRITUAL REALITY**



- THE ESSENTIAL IDEA HERE IS THAT WHEN LEARNING ANY CONCEPT, IDEA, LAW, THEORY, OR PRINCIPLE, ASK YOURSELF: TO WHAT OTHER CONCEPTS, IDEAS, LAWS, THEORIES, OR PRINCIPLES IS THIS CONNECTED TO?

THE ESSENTIAL IDEA HERE IS THAT WHEN LEARNING ANY CONCEPT, IDEA, LAW, THEORY, OR PRINCIPLE, ASK YOURSELF: TO WHAT OTHER CONCEPTS, IDEAS, LAWS, THEORIES, OR PRINCIPLES IS THIS CONNECTED TO?

- AS YOU SUCCESSFULLY IMPLEMENT SOME OF THE SUGGESTIONS, YOUR CONFIDENCE AND MOTIVATION SHOULD IMPROVE. GO THROUGH THE IDEAS IN THIS GUIDE OVER AND OVER AGAIN, RE-THINKING WHAT YOU ARE AND ARE NOT DOING AND IN DOING SO YOU SHOULD RAISE YOU TO FURTHER IMPROVEMENT.

AS YOU SUCCESSFULLY IMPLEMENT SOME OF THE SUGGESTIONS, YOUR CONFIDENCE AND MOTIVATION SHOULD IMPROVE. GO THROUGH THE IDEAS IN THIS GUIDE OVER AND OVER AGAIN, RE-THINKING WHAT YOU ARE AND ARE NOT DOING AND IN DOING SO YOU SHOULD RAISE YOU TO FURTHER IMPROVEMENT

#### IDEAS FOR BECOMING A GREAT STUDENT

- 1. MAKE SURE YOU **THOROUGHLY UNDERSTAND** THE REQUIREMENTS OF EACH CLASS, HOW IT WILL BE TAUGHT, AND WHAT WILL BE EXPECTED OF YOU.
- 2. **BECOME AN ACTIVE LEARNER.** BE PREPARED TO WORK IDEAS INTO YOUR THINKING BY ACTIVE READING, WRITING, SPEAKING AND LISTENING.

#### IDEAS FOR BECOMING A GREAT STUDENT

1. MAKE SURE YOU THOROUGHLY UNDERSTAND THE REQUIREMENTS OF EACH CLASS, HOW IT WILL BE TAUGHT, AND WHAT WILL BE EXPECTED OF YOU.
2. BECOME AN ACTIVE LEARNER. BE PREPARED TO WORK IDEAS INTO YOUR THINKING BY ACTIVE READING, WRITING, SPEAKING AND LISTENING.

INSTRUCTOR NOTES

- 3. **THINK OF EACH SUBJECT AS A FORM OF THINKING.** (IF YOU'RE IN THE HISTORY CLASS, THINK HISTORICALLY; IN THE ETHICS CLASS, THINK ETHICAL)
- 4. **BECOME A QUESTIONER.** ENGAGE YOURSELF IN LECTURES AND DISCUSSIONS BY ASKING QUESTIONS. IF YOU DON'T ASK QUESTIONS YOU'LL NEVER DISCOVER WHAT YOU DO KNOW AND DO NOT KNOW.

3. THINK OF EACH SUBJECT AS A FORM OF THINKING. (IF YOU'RE IN THE HISTORY CLASS, THINK HISTORICALLY; IN THE ETHICS CLASS, THINK ETHICAL)

4. BECOME A QUESTIONER. ENGAGE YOURSELF IN LECTURES AND DISCUSSIONS BY ASKING QUESTIONS. IF YOU DON'T ASK QUESTIONS YOU'LL NEVER DISCOVER WHAT YOU DO KNOW AND DO NOT KNOW.

- 5. **LOOK FOR INTERCONNECTIONS.** THE CONTENT IN EVERY CLASS IS ALWAYS A SYSTEM OF INTERCONNECTED IDEAS, NEVER A RANDOM LIST OF THINGS TO MEMORIZE. DON'T MEMORIZE LIKE A PARROT.
- 6. **THINK OF YOUR INSTRUCTOR AS A COACH.** THINK OF YOURSELF AS A TEAM MEMBER. FOR EXAMPLE, IN THE LEGAL CLASS THINK OF YOURSELF AS GOING OUT FOR THE LEGAL TEAM AND YOUR INSTRUCTOR AS DEMONSTRATING HOW TO PREPARE FOR THE GAME (TEST).

5. LOOK FOR INTERCONNECTIONS. THE CONTENT IN EVERY CLASS IS ALWAYS A SYSTEM OF INTERCONNECTED IDEAS, NEVER A RANDOM LIST OF THINGS TO MEMORIZE. DON'T MEMORIZE LIKE A PARROT.

6. THINK OF YOUR INSTRUCTOR AS A COACH. THINK OF YOURSELF AS A TEAM MEMBER. FOR EXAMPLE, IN THE LEGAL CLASS THINK OF YOURSELF AS GOING OUT FOR THE LEGAL TEAM AND YOUR INSTRUCTOR AS DEMONSTRATING HOW TO PREPARE FOR THE GAME (TEST).

- 7. **THINK OF THE TEXTBOOK, COURSE CONTENT AS THE THINKING OF THE AUTHOR.** YOUR JOB IS TO THINK THE THINKING OF THE AUTHOR.
- 8. **CONSIDER CLASS TIME AS A TIME WHICH YOU PRACTICE THINKING** (WITHIN THE SUBJECT) USING THE FUNDAMENTAL CONCEPTS AND PRINCIPLES OF THE COURSE. DON'T JUST SIT BACK WAITING FOR KNOWLEDGE TO FALL INTO YOUR HEAD LIKE RAIN INTO A BARREL. **IT WON'T!**

7. THINK OF THE TEXTBOOK, COURSE CONTENT AS THE THINKING OF THE AUTHOR. YOUR JOB IS TO THINK THE THINKING OF THE AUTHOR.

8. CONSIDER CLASS TIME AS A TIME WHICH YOU PRACTICE THINKING (WITHIN THE SUBJECT) USING THE FUNDAMENTAL CONCEPTS AND PRINCIPLES OF THE COURSE. DON'T JUST SIT BACK WAITING FOR KNOWLEDGE TO FALL INTO YOUR HEAD LIKE RAIN INTO A BARREL. IT WON'T!





- 9. **RELATE CONTENT WHENEVER POSSIBLE TO ISSUES AND PROBLEMS AND PRACTICAL SITUATIONS IN YOUR LIFE, YOUR CHOSEN PROFESSION. IF YOU CAN'T CONNECT IT YOU DON'T KNOW IT.**
- 10. **FIGURE OUT WHAT STUDY AND LEARNING SKILLS YOU ARE NOT GOOD AT. PRACTICE THOSE SKILLS WHENEVER POSSIBLE. RECOGNIZING AND CORRECTING YOUR WEAKNESSES IS STRENGTH.**

9. RELATE CONTENT WHENEVER POSSIBLE TO ISSUES AND PROBLEMS AND PRACTICAL SITUATIONS IN YOUR LIFE, YOUR CHOSEN PROFESSION. IF YOU CAN'T CONNECT IT YOU DON'T KNOW IT.

10. FIGURE OUT WHAT STUDY AND LEARNING SKILLS YOU ARE NOT GOOD AT. PRACTICE THOSE SKILLS WHENEVER POSSIBLE. RECOGNIZING AND CORRECTING YOUR WEAKNESSES IS STRENGTH.

- 11. **ASK YOURSELF; "CAN I EXPLAIN THIS TO SOMEONE NOT IN THE CLASS. IF NOT, THEN YOU HAVEN'T LEARNED IT WELL ENOUGH.**
- 12. **SEEK TO FIND THE KEY CONCEPT OF THE COURSE DURING THE FIRST COUPLE OF SESSIONS.**
- 13. **ASK QUESTIONS TO FILL THE MISSING PIECES IN YOUR MIND. CAN YOU ELABORATE FURTHER ON THIS? CAN YOU GIVE ME/US AN EXAMPLE?**

11. ASK YOURSELF; "CAN I EXPLAIN THIS TO SOMEONE NOT IN THE CLASS. IF NOT, THEN YOU HAVEN'T LEARNED IT WELL ENOUGH.

12. SEEK TO FIND THE KEY CONCEPT OF THE COURSE DURING THE FIRST COUPLE OF SESSIONS.

13. ASK QUESTIONS TO FILL THE MISSING PIECES IN YOUR MIND. CAN YOU ELABORATE FURTHER ON THIS? CAN YOU GIVE ME/US AN EXAMPLE?

- 14. **TEST YOURSELF BEFORE YOUR NEXT SESSION BY TRYING TO SUMMARIZE, ORALLY OR IN WRITING THE MAIN POINT OF THE CLASS.**
- 15. **LEARN TO TEST YOUR THINKING USING INTELLECTUAL STANDARDS. AM I CLEAR? ACCURATE? PRECISE? RELEVANT? LOGICAL? AM I LOOKING FOR WHAT IS MOST SIGNIFICANT?**
- 16. **USE WRITING AS A WAY TO LEARN BY WRITING SUMMARIES IN YOUR OWN WORDS OF IMPORTANT POINTS FROM THE TEXTBOOK OR INSTRUCTION.**

14. TEST YOURSELF BEFORE YOUR NEXT SESSION BY TRYING TO SUMMARIZE, ORALLY OR IN WRITING THE MAIN POINT OF THE CLASS.

15. LEARN TO TEST YOUR THINKING USING INTELLECTUAL STANDARDS. AM I CLEAR? ACCURATE? PRECISE? RELEVANT? LOGICAL? AM I LOOKING FOR WHAT IS MOST SIGNIFICANT?

16. USE WRITING AS A WAY TO LEARN BY WRITING SUMMARIES IN YOUR OWN WORDS OF IMPORTANT POINTS FROM THE TEXTBOOK OR INSTRUCTION.



- 17. **EVALUATE YOUR LISTENING.** ARE YOU ACTIVELY LISTENING FOR MAIN POINTS. CAN YOU SUMMARIZE WHAT YOUR INSTRUCTOR IS SAYING IN YOUR OWN WORDS? CAN YOU ELABORATE WHAT IS MEANT BY KEY TERMS?
- 18. **EVALUATE YOUR READING.** ARE YOU READING THE TEXT BOOK OR NOTES ACTIVELY? ARE YOU ASKING QUESTIONS AS YOU READ? CAN YOU DISTINGUISH WHAT YOU UNDERSTAND FROM WHAT YOU DON'T?

17. EVALUATE YOUR LISTENING. ARE YOU ACTIVELY LISTENING FOR MAIN POINTS. CAN YOU SUMMARIZE WHAT YOUR INSTRUCTOR IS SAYING IN YOUR OWN WORDS? CAN YOU ELABORATE WHAT IS MEANT BY KEY TERMS?

18. EVALUATE YOUR READING. ARE YOU READING THE TEXT BOOK OR NOTES ACTIVELY? ARE YOU ASKING QUESTIONS AS YOU READ? CAN YOU DISTINGUISH WHAT YOU UNDERSTAND FROM WHAT YOU DON'T?

#### REMEMBER!

- THERE ARE THREE VERY DIFFERENT WAYS TO TAKE IN INFORMATION:
- 1. IN A WAY THAT IS MEANINGLESS TO US.
- 2. IN A MISLEADING WAY, AND
- 3. IN A WAY THAT LEADS US TO IMPORTANT KNOWLEDGE THROUGH WHICH WE CAN ACQUIRE FURTHER KNOWLEDGE AND INSIGHT.

#### REMEMBER!

**THERE ARE THREE VERY DIFFERENT WAYS TO TAKE IN INFORMATION:**

- 1. IN A WAY THAT IS MEANINGLESS TO US,**
- 2. IN A MISLEADING WAY, AND**
- 3. IN A WAY THAT LEADS US TO IMPORTANT KNOWLEDGE THROUGH WHICH WE CAN ACQUIRE FURTHER KNOWLEDGE AND INSIGHT.**

*Good Luck!*

**Good Luck!**



---

COURSE LEVEL DEFINITIONS

100 LEVEL:	BASIC LEVEL - FOUNDATIONAL BLOCK OF INSTRUCTION. PRE-REQUISITE TO ALL HIGHER LEVEL COURSES.
200 LEVEL:	INTRODUCTORY LEVEL. REQUIRES COMPLETION OF PRE-REQUISITE COURSE(S). [ONE OR MORE 100 LEVEL COURSE(S)]
300 LEVEL:	INCUMBENT LEVEL. REQUIRES COMPLETION OF PRE-REQUISITE COURSE(S). [ONE OR MORE 200 LEVEL COURSE(S)]
400 LEVEL:	ADVANCED LEVEL. REQUIRES COMPLETION OF BASIC ACADEMY AND POSSIBLY PRE-REQUISITE COURSE(S)

## CLASSIFICATION OF LEARNING OBJECTIVE

(C):	COGNITIVE BASED LEARNING OBJECTIVE
(P):	PSYCHOMOTOR BASED LEARNING OBJECTIVE
(C/P):	BOTH COGNITIVE AND PSYCHOMOTOR BASED LEARNING OBJECTIVE
(V):	VALUE BASED LEARNING OBJECTIVE (Emphasizing Sacred Trust the community has placed in the hands of the law enforcement officer, addresses related professional conduct and respect for rights of citizens. All lesson plans must contain at least one value based learning objective.)

---

## COURSE AUDIT

PRIMARY INSTRUCTOR:

SECONDARY INSTRUCTOR:

SUPPORT STAFF (i.e.: Scenario Managers, Role Players, etc):

DATE(S)/ TIME(S) OF INSTRUCTION:

LOCATION OF INSTRUCTION:

RECOMMENDED CURRICULUM CHANGES: Identify inaccurate information, outdated information, new information to be added to update material, etc. (Use additional pages if necessary)

**COURSE AUDIT** (Continued)

ADDITIONAL INSTRUCTOR COMMENTS: (If any portion of the course content was not presented, indicate the specific content here)

If course content other than the NMDPS TRD approved Basic or PST academy curriculum is taught, the alternative curriculum must be submitted to the Law Enforcement Academy Deputy Director's office and approved prior to delivery of the alternative instructional materials.

☐

Alternative curriculum was taught.

Accreditation number of alternative curriculum:

SIGNATURE

DATE

Primary Instructor

Reviewed by Program Coordinator

Reviewed by Bureau Chief

Reviewed by LEA Director or Designee